DOCUMENT RESUME

ED 253 908 SO 016 663

AUTHOR Edwards, Allen J.; Roubinek, Darrell L.
TITLE Developing an Aging Curriculum.
PUB DATE Mar 85
NOTE 23p.; Paper presented at the Annual Meeting of the Western Gerontological Society (Denver, CO, March 16-20, 1985).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Aging Education; Curriculum Design; *Curriculum Development; Educational Research; Elementary Education; *Social Studies; Student Attitudes; Surveys; Teacher Attitudes; Teacher Participation; Teaching Guides; Teaching Methods
IDENTIFIERS Center for Gerontological Studies MO; Missouri; Springfield Public Schools MO

ABSTRACT

The program upon which this paper is based, Developing an Aging Curriculum, was initiated as a pilot project to assess the appropriateness of introducing aging information and concepts to elementary-age students. Seventeen teachers in grades K-6 in one school district have been involved in the project as part of a graduate course. The project was divided into five phases; this paper describes the first three phases, which dealt with awareness and the initial curriculum planning phase, as well as a survey of attitudes of children toward older adults. The first phase sought the assistance of the Springfield Public Schools, identified teachers to participate, and created an orientation program. Teachers were asked to use the proposed unit on aging, which included objectives, concepts, organization, lesson plans, and inservice training for teachers. The second awareness phase focused on increasing the knowledge level of participating teachers. In the third phase teachers developed activities to be included in the curriculum. These included defining what is old and the positive and negative aspects of growing old. Objectives, materials, and teaching procedures are specified for grades K-2, 3-4, and 5-6. The survey of views about older people involved children ages 8 through 12, and adults over age 18. The children were from one elementary school in Joplin, Missouri; the adults were graduate students in elementary and reading education. Results for each question are detailed and reveal a wide range of attitudes toward the elderly. (IS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED258908

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☑ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Allen J. Edwards
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DEVELOPING AN AGING CURRICULUM

by
Allen J. Edwards
Darrell L. Roubinek

Materials abstracted from a study conducted in the Springfield (MO) elementary schools.

Presented at the annual meeting of the Western Gerontological Society - 1985.

SP 016 663

Complete materials and results are available from:

Center for Gerontological Studies
Southwest Missouri State University
901 S. National
Springfield, MO 65807

Cost: $10.00, to cover reproduction, handling, and postage

OVERVIEW AND STATUS REPORT

DEVELOPING AN AGING CURRICULUM

Developing An Aging Curriculum (DAC) is a cooperative program involving the Southwest Missouri Office on Aging, the Department of Elementary Education at Southwest Missouri State University (SMSU) and the Springfield R-XII School District. The program was initiated by the Southwest Missouri Office on Aging as a pilot project to assess the appropriateness of introducing aging information and concepts to elementary-grade students.

Seventeen teachers, representing grades K-6, from the Springfield R-XII School District have been involved in the project. These teachers have identified many activities which can be used to teach elementary children about the aging process. In the following months, each teacher created a unit on Aging and assessed the results.

The DAC Program is a five phase program, with Phases I, II and III completed during the Spring Semester of 1982 as part of a graduate level course offered by Southwest Missouri State University. Phase IV and V was initiated and completed during the 1982-83 academic year.

PHASE I - AWARENESS

Phase I followed our initial discussions with Dr. Jack Edwards of the Center for Gerontological Studies at SMSU, and the staff at the Southwest Missouri Office on Aging. Our basic task in Phase I was to seek the assistance of the Springfield Public Schools, identify participating teachers, and to create an orientation program.

During the orientation session, we shared with the teachers a copy of the program proposal and discussed briefly the type of activities they

could participate in as the program continued into the 82-83 school year. Additionally we asked each teacher to participate in our research project (My Views) which was designed to assess perceptions of old people. A preliminary analysis of the data is presented in this section.

SAMPLE

GROWING OLD

UNIT INTRODUCTION

As stated in the Focus for Unit 4—Being a Person (p. 144), "A person's identity and self esteem depend in part on understanding and acceptance of one's self and in part on interactions." This two week unit is designed to expand the focus and selected concepts and objectives presented in Unit 4 as they apply to the concept of aging.

Expanded objectives and concepts will include:

1. being loved is a part of a person's identity (p. 147)
2. people everywhere have some of the same feelings (p. 150)
3. friends are important to a person (p. 150)
4. each person is unique (p. 159)
5. each person has important people in his or her life (p. 167)
6. a person's learned identity is based on things the person does (p. 167)
7. people want recognition for the work they do (p. 174)
8. a group provides ways for members to get recognition (p. 182)

UNIT CONCEPTS

Aging concepts that will be developed in this unit include:

1. What is old? Gerontology: the study of the aging process
2. Advantages of growing older—Aging as a part of the life cycle
3. "Elderly" people have and are contributing to our society.
4. There are positive and negative aspects of growing old.
5. We can help elderly people with their problems.
6. Older people can help all of us.

ORGANIZATION OF THE UNIT

For each concept, background information related to the concept will

BEST COPY

be presented. The purpose of this section will be to increase the awareness and knowlege level of the teacher.

Three types of activities will be presented for developing and expanding each concept. First, a teacher initiated and directed activity will be presented to introduce the concept. Second, suggested activities to further develop the concept will be presented. Third, suggested activities to expand related concepts presented in Unit 4 and subsequent units will be presented. The following format will be utilized for each concept.

EXAMPLE

Lesson 1.

Concept: What is old? Gerontology is the study of growing old.

Background Information:

Aging is a newly defined social problem in our society, resulting from population changes, urbanization, industrialization, and fast-paced social change. Population changes have undoubtedly had a substantial impact in making the elderly more visible and their needs more obvious. In 1900 there were about three million people over age 65 in the United States; in 1970 there were more than 20 million Americans over 65. Due to declining mortality at all ages and to immigration, the older population has been increasing more rapidly during this century than other age groups. Projections suggest that by 1990 the aged population will have increased about 38 percent over that of 1970, and that by 2000 there will be an estimated 29 million Americans who are 65 and over. In addition, many more people are reaching very old age.

Objectives:

The student will be able to:

define the term gerontology—gerontologist
describe why old means different things to different people
state why the number of older people in our country is increasing every year

Vocabulary:

Gerontology—Gerontologist
Aging
population

BEST COPY

Activities:

Teacher Initiated/Directed—Have the students list, on a sheet of paper, the following:

1. Write the age of an old car.
2. Write the age of an old house.
3. Write the age of an old pair of shoes.
4. Write the age of an old person.

Help the class construct a frequency table of ages for each statement on the chalkboard or poster board. Discuss the range of ages for each item. Ask: "Do you think we would get the same results if we had your parents write ages for each item?" "Would they be like ours or different?" "Why?"

Have each student replicate the activity with his/her parents and construct a frequency table. Have the class compare their tables with their parents. Explain to the class that gerontology is the study of people growing old. This is a new area of study. In 1900 there were about 3 million people over age 65. Today there are over 20 million people over age 65 and every year this number increases. Explain that in this unit they will learn more about "gerontology". Show them a sign "Quiet, Gerontologists at Work." Explain that they will hang the sign on the outside of the classroom door for the next two weeks during social studies.

SUPPLEMENTAL DEVELOPMENTAL ACTIVITIES:

Have each student begin a "Gerontologist at Work Notebook".

IN SERVICE TRAINING

We see four distinct objectives for the inservice program.

Objective #1. To assist teachers in developing a better understanding of their views on aging.

1.a. - To provide a pretest for teacher views of older people (a posttest will be administrated at the end to determine if any change took place).

1.b. - To better understand possible origins of our views

1.c. - To compile a composite tabulation of views among teachers to see how we viewed older people. (This activity will be repeated at the close of the workshop) (Note handouts 1 and 2)

Objective #2 To assist teachers in developing a more accurate understanding of aging. (This objective will be met with resource people from SMOA and SMSU)

Objective #3 To provide teachers with the opportunity and resources to create an aging curriculum for their classrooms.

Objective #4 To provide teachers with the opportunity to create appropriate pre/post tests to evaluate the program and to make valid recommendations about continued work with a curriculum on aging.

MY VIEWS

Please circle the number on the scale that best expresses your feelings.

"WHEN I THINK OF OLD PEOPLE, I THINK OF PEOPLE WHO ARE ....."

KIND	1	2	3	4	5	6	7	CRUEL
HEALTHY	1	2	3	4	5	6	7	UNHEALTHY
DISHONEST	1	2	3	4	5	6	7	HONEST
HAPPY	1	2	3	4	5	6	7	SAD
QUIET	1	2	3	4	5	6	7	LOUD
INACTIVE	1	2	3	4	5	6	7	ACTIVE
POOR	1	2	3	4	5	6	7	RICH
STRONG	1	2	3	4	5	6	7	WEAK
FAST	1	2	3	4	5	6	7	SLOW
WISE	1	2	3	4	5	6	7	NOT WISE
SIMPLE	1	2	3	4	5	6	7	COMPLICATED
USELESS	1	2	3	4	5	6	7	USEFUL
TOLERANT	1	2	3	4	5	6	7	INTOLERANT
CHANGEABLE	1	2	3	4	5	6	7	RIGID
ATTRACTIVE	1	2	3	4	5	6	7	UNATTRACTIVE
LOOKING FORWARD	1	2	3	4	5	6	7	LOOKING BACKWARD

PERCEPTIONS OF OLD PEOPLE

Preliminary Analysis of Data
for the
Curriculum on Aging Project

Sponsored by the
Southwest Missouri Office on Aging

Darrell L. Roubinek
Dale Range
Southwest Missouri State University
Spring 1982

Perceptions of Old People
Analysis of Data

Sample Groups: Subjects in the following age groups were sampled: 8, 9, 10, 11, 12, 18-21, 22-29, 30-39, 40-49, 50 and up.

The adults consisted of graduate students in elementary and reading education.

The elementary children were from one elementary school in Joplin, Missouri.

Statistical Method:

At this point in time only average perceptions were completed; therefore, the analysis will be very general in nature. A Likert scale was utilized on the instrument (1-7 responses). For the purpose of this aspect of the study responses either side of a (4) response will be referred to as showing preference one direction or another.

Kind vs. Cruel

All age groups perceived old people as being more kind than cruel.

9, 10, and 50+ respondents perceived old people as being more kind than did the remainder of the group.

8, and 30-39 respondents perceived old people as being more cruel than did the remainder of the group.

Health vs. Unhealthy

With the exception of 8 year olds all elementary aged children perceived old people as healthy.

All adult groups perceived old people as more unhealthy than healthy. Generally speaking, old people were perceived as more healthy by older adult respondents than by younger adults.

Dishonest vs. Honest

All age groups perceived old people as being honest. 8 and 9 year olds tended not to see old people as honest as did the rest of the groups. The 50 and up group perceived old people to be more honest than any of the other groups.

Happy vs. Sad

All age groups perceived old people to be happy except the 50 and up group who perceived old people to more sad than happy. Generally speaking the older the respondent the less happy they perceived old people.

Quiet vs. Loud

All age groups perceived old people to be quiet, however, the adult groups perceived old people as being less quiet than elementary aged children (except 8 year olds).

Inactive vs. Active

All age groups, except for 9 year olds and the 50+ group, tended to perceive old people as inactive rather than active.

Poor vs. Rich

The older elementary children perceived old people to be richer than did the younger elementary children. The 18-21, 22-29, and 30-39 groups perceived old people to be poorer than did the 40-49 and 50+ group. With the exception of 11 year olds and the 50+ group all others perceived old people as poor.

Strong vs. Weak

All age groups except the 18-21 group perceived old people as being weak. 8 year olds, the 22-29 group and the 50+ group perceived old people as weaker than the other groups.

Fast vs. Slow

All groups perceived old people as being slow. 8, 9, and 10 year olds perceived old people as being slower than did the 11 and 12 year olds. The 30-39, 40-49, and 50+ groups tended to perceive old people as being faster than the rest of the groups.

Wise vs. Unwise

All groups perceived old people as being wise. The 8 year olds and the 50+ perceived old people to be less wise than did the rest of the groups.

Simple vs. Complicated

There was little disagreement among groups in this area. The perceptions tended to center in 4.0 area.

BEST COPY

Useless vs. Useful

With the exception of 11 year olds all groups tended to perceive old people as being useful. Perceptions of usefulness grew with age of respondents.

Tolerant vs. Intolerant

All groups tended to perceive old people as tolerant.

Changeable vs. Rigid

Elementary age respondents perceived old people as being changeable. All adult groups perceived old people as being rigid. Perceptions of rigidity grew with age of respondent.

Attractive vs. Unattractive

8 and 9 year old children perceived old people as being attractive. 10, 11, and 12 year old children perceived old people as being unattractive. All adult groups perceived old people as being attractive with the exception of the 50+ group who tended to perceive old people as being more unattractive.

Looking Forward vs. Looking Backward

Generally, young elementary children perceived old people as looking forward. 12 year olds and all adult groups perceived ol people as looking backwards. Perceptions of looking back grew with age of respondent.

Perceptual Trends by Age Groups

One of the questions we were looking at during this study was whether or not there was a constant change of perceptions from the young elementary child to the 50+ group. In this respect we found that as our age of respondent grew their perceptions of the following characteristics constantly shifted one direction:

Young respondent		Old respondent
Healthy	to	Unhealthy
Useless	to	Useful
Changeable	to	Rigid
Looking forward	to	Looking backward

BEST COPY

In other areas there was not a consistent shift of perception from the young children to the older adults but there was a difference between the perceptions of young children and most adult groups. Generally speaking young children perceived old people to be more quiet than did the adult groups. Young elementary children tended to perceive old people as being slower than did the adult groups.

Perceptual Trends for Elementary Children

Young Elementary Children		Older Elementary Children
Healthy	to	Unhealthy
Dishonest	to	Honest
Loud	to	Quiet
Poor	to	Rich
Weak	to	Strong
Slow	to	Fast
Complicated	to	Simple
Useless	to	Useful
Changeable	to	Rigid
Attractive	to	Unattractive

Perceptual Trends for Adult Groups

Young adults		Older adults
Healthy	to	Unhealthy
Inactive	to	Active
Slow	to	Fast
Useless	to	Useful
Tolerant	to	Intolerant
Changeable	to	Rigid
Looking forward	to	Looking backward

General Summary

Generally speaking respondents at all ages tended to see old people as:

kind rather than cruel
honest rather than dishonest
happy rather than sad
quiet rather than loud
inactive rather than active
poor rather than rich
weak rather than strong
slow rather than fast
wise rather than unwise
useful rather than useless
tolerant rather than intolerant

BEST COPY

PHASE II - AWARENESS

The primary purpose of the phase was to increase the knowledge level of our participating teachers in regards to the aging process. Our first session was with Dr. Jack Edwards who is Director of the Center for Gerontological Studies at Southwest Missouri State University as well as Professor of Psychology. Dr. Edwards presented basic information concerning the aging process.

Our second session was with the staff of the Southwest Missouri Office on Aging. Included in this session was a field trip to the Senior Citizen Center.

PHASE III - INITIAL CURRICULUM PLANNING

Enclosed in this section are activities that have been developed by all teachers as well as examples of two week units that were created by fourth grade teachers. Our primary attention was focused on the fourth grade; however, our final product contains instructional ideas for all elementary grades.

The primary purpose of Phase III was the creation of curricular ideas in such detail that each teacher can conduct a series of learning activities which are designed to meet our specific objectives.

BEST COPY

ACTIVITIES FOR AGING CONCEPTS

Grades K - 6

Concept A: What Is Old: The Study of the Aging Process.

1. Grade Level: K-2
2. General Objective: To provide a focus on aging.
3. Specific Objective: The students will be able to recognize something that looks old.
4. Materials needed: old magazines and catalogs, scissors for each child, two large sheets of posterboard, glue, markers
5. Suggested Teaching Procedure:
   a. Tell the children they will be looking for pictures of special things. Any picture will be suitable as long as it shows something that looks old.
   b. Separate the children into smaller groups of 3 or 4. Distribute old magazines and scissors and remind them to locate pictures of anything that is old, persons or objects.
   c. After an adequate amount of time (15-20 minutes) discontinue the picture search. Display the two large sheets of posterboard and with markers label one People, the other Things.
   d. Have each child bring pictures forward, tell why s/he chose it, (has white hair, sneaker has a hole in the toe, etc.), and have him/her decide which category (poster) it belongs to. Glue the picture on the appropriate poster.
   e. After all have shared their pictures, lead the class in a short discussion. Use questions such as:
      -Why do things get old?
      -How can you tell when something is old?
      -What can you do with old things (toys, clothes, books, furniture)?
      -What happens to people when they become old?
      -Will you ever get old?

BEST COPY

6. Culminate the activity by saying: "We have been telling about things that get old. For the next few days we will talk more about older people especially. We will learn more about older people and what makes them special. Be thinking about an older person you know that you would like to tell about tomorrow. The person might be a grandparent or a friend."

EVALUATION: NONE

Concept A: What Is Old: The Study of the Aging Process.

1. Grade Level: 3-4
2. General Objective: Understanding the concept of growing older.
3. Specific Objectives: On completion of activity, children will be able to state what they learned about viewing the concept of aging.
4. Material Needed: posterboard or butcher paper, magazines, catalogs, etc., glue, scissors
5. Suggested Teaching Procedure: Teacher should have a couple of illustrations of both old and not old people and things. Lead discussion about the particular age the children are (8-10) and how they view themselves as old in relation to a six month baby (use illustration) but as very young compared to their parents and older. Consider the fact that a four year old person is very young, but a four year old pair of socks would be worn out. Let children volunteer to share their thoughts. Show children the collected materials and instruct them to work either as a class, group or individual, to make a collage illustrating their knowlege about "What Is Old".
6. Evaluation: As evaluation, projects should be shared and discussed as a group.

BEST COPY

Concept A: What Is Old: The Study of the Aging Process.

1. Grade Level: 5-6
2. General objective is the understanding of the above concept.
3. Specific Objective: Creation of a collage that depicts the concept of old.
4. Materials needed: Magazines, scissors, glue, large tagboard
5. Suggested Teaching Procedure:

   Students will search for pictures that show old thing s and old people. Cut these from magazines, using varying shapes. Glue to tagboard so that pictures touch or overlap. Display. Discuss what it was about the picture that made the student determine (conclude) this thing or person was old. Examples: (1) The shirt is faded. (2) The face is wrinkled. (3) The hair is gray, etc.

6. Alternate Activity:

   Bring an old shoe to class. Have students write a story in first person, with the shoe as the speaker, telling all experiences it has had. Select some to be read orally. Lead students to see that one who is old is rich in experiences.

Concept D: There are positive and negative aspects of growing old.

1. Grade Level: K-2
2. General Objective: To realize that there are good and bad things about growing old.
3. Specific Objective: After talking with an older person, the students will be able to tell some good things as well as some bad things about growing old.
4. Materials Needed: An older person (or persons), able and willing to share aspects of his/her life with the youngsters.
5. Suggested Teaching Procedure:
   a. To teach this concept, invite a "senior citizen" to be the special guest of the class. Before the guest arrives, discuss some of the things the children will want to ask. It would be a good idea to have several questions prepared by the students in advance. Make sure that many of these questions have to do with the positive and negative aspects of growing old. Remind the children about good manners and courtesies shown while the guest answers questions. Monitor the "interview" as little as possible, allowing the guest to be the focus of the children's attention during the activity.
   b. After the guest leaves, briefly summarize the aspects that were discussed. For first and second graders, you might want to list these on the board under good and not-so-good things about getting old.
   c. Be sure to make and send the guest speaker written or pictoral Thank Yous from the students.
6. EVALUATION: None

Concept D: There are positive and negative aspects of growing old.

1. Grade Level: 3-4
2. General Objective: Children will gain realistic knowledge about aging.
3. Specific Objective: After instruction, children will be able to list two positive and two negative aspects of growing older.
4. Materials Needed: newspaper and magazine articles about social security cuts, the OATS program, the cost of nursing homes and medicare, the joys of having several generations in a family, etc.
5. Suggested Teaching Procedure: Share with class the articles. Assign them to bring in similar, additional articles for the following day. Next day - Have students share the articles they found about positive and negative aspects of growing older. Discuss these aspects. Encourage children to begin thinking in terms of everyone growing older, and the need for lifetime planning for old age.
6. EVALUATION: Have children list two of each aspect, both positive and negative.

Concept D: There are positive and negative aspects of growing old.

1. Grade Level: 5-6
2. General objective is the understanding of the above concept.
3. Specific Objective: Through small group interaction, students will list as many positive and negative aspects of aging as they can think of.
4. Suggested Teaching Procedure: The teacher will divide the class into small groups, preferably 4 or 6 to a group. Each group will be given as many 3 X 5 cards as there are students in the group. Instruct the pupils to write negative aspects on one half the cards and positive aspects on the other half (one per card). (If a group has 6 cards, 3 cards should have a positive aspect of aging; 3 cards should have a negative aspect of aging).

   When a group has completed this part of the activity, they will use a sheet of paper to list these - positive on one side, negative on the other.

   Next, groups will begin exchanging their cards for those of another group. On their sheets of paper, they will finish a complete listing of all ideas exchanged by groups.

   Finally, one student may be chosen to read orally to the class all ideas listed.

OTHER SUGGESTED IDEAS

FROM PARTICIPATING TEACHERS

1. Suggested activities for correlation between "Curriculum for the Aging", and other academic subjects in elementary grades 2 and 3.

   Both second and third grade health books have units that deal with "Emotions". One particular lesson pertains to loneliness. A unit on the elderly could easily be introduced during this chapter. "What age group do you think suffer the most with loneliness? Why?" A questionaire similar to the one given to us, could be given to the students and possibly their families. (I think information from other members of the family can be very beneficial in determining attitudes and opinions of young students.) The questionaire can be openly discussed to show differences in feelings toward senior citizens, and why they may feel lonely. If possible, an entire class could adopt one or more persons, through a rest home, or better still, an individual living alone. Special art work, holiday greetings, entertainment - songs, plays, puppet shows, etc. - could be provided for this individual. As a language lesson and a writing lesson, the class could correspond on a regular basis, or send tape-recorded messages. Children love having special guests at school. A day could be planned for a visit to our school. The "adopted person/persons" could spend an entire day with the class.

   Hopefully, this kind of a relationship with a senior citizen could dispel some attitudes and give the students better understanding and insight into the process of aging.

2. During a special unit in Social Studies on Indians, I read a story to the class about the different cultures of the Indian people. It was mentioned that the chief of these people was the oldest and wisest Indian. This is true in many other cultures. A unit in health might also be introduced which explains the process of physical aging - the changes in the body over a period of time. Yet the mind seems to continue (in most cases) to function in an ever-increasing gain of knowlege and information.

3. Adopt a nursing home resident.
   a. Write letters or send a tape on a regular basis telling about themselves and classroom activities throughout the year.
   b. Send tapes of stories that children have written, sing some songs - personal messages.
   c. Ask "senior citizen" to tell about themselves on tape. (Have questions that children would like to hear about - older people like to reminiscence)

4. Send some art work such as easel paintings, drawings, etc.

BEST COPY

5. Parent volunteers can take small groups of children to decorate a nursing home for Halloween, Thanksgiving, Easter, St. Patrick's Day, etc. They can put up things children make (art activity) or commercially made decorations.

6. Invite elderly to classroom or school for program or assembly.

7. Have a Grandparent's Day in your room. If you don't have a grandparent in the city, perhaps you could invite another older person you know.

8. Read stories to the children that deal with relationships between the elderly person and a young child. Follow this with:
   A. Discussion
   B. Drawing pictures about something they learned from the story.

9. Personal contact with the elderly.
   A. Have an elderly person visit the classroom.
      1. Tell or read stories
      2. Talk about their early childhood (how things have changed or are the same.)
      3. Participate in some classroom activity or fieldtrip.
      4. Demonstrate some talent that would be of value and interest to the child.
         a. wood carving
         b. music - play an instrument or sing a folk song
         c. cooking
         d. scientific experiment
         e. share hobby
         f. talk about and show pictures of different countries visited

   B. Have the class adopt an elderly person and involve that person in frequent classroom activities. Length of time open.
      1. One a month
      2. Only one person and for one month only
      3. For one quarter
      4. For one year